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the text, and at the same time interesting to the student. Both books contain many good, clear, serviceable maps. Each also has a style that is plain, simple, direct, and interesting. In the matter of the attention given to the various phases of life, one feels in reading the books that *events, institutions, and conditions* have all been well handled and no one at the expense of the others.

In what has been termed pedagogic merits both books are rather unique, each following the same general plan of locating the references at the end of the book and classifying them by chapters, of giving in the margin the paragraph topic, of offering a list of questions based on each section at the end of each chapter, of omitting chapter and topic summaries, of including a pronouncing vocabulary in the index, and of offering no notebook topics and topics for general and special reports.

The real value of some of the foregoing features as one finds them in the two books is sometimes questionable. Too many of the references are those in which neither student nor teacher will have any interest, the marginal references will deprive the student of the opportunity to apply some things his English teacher has taught him, and the questions at the end of each chapter will be likely to represent a considerable amount of wasted energy since such little use is ever made of them. *Ancient Times* has an excellent pronouncing vocabulary. This, taken in connection with the many valuable illustrations accompanied by careful and full explanations, the copious supply of colored maps, the scholarly treatment, and the interesting style, makes it a textbook of a very high type for schools still desiring to follow the course of study proposed by the Committee of Seven, some eighty years ago, which, it should be said, an enormous majority are yet following.

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*Human Physiology, A Text-Book for High Schools and Colleges.* By PERCY G. STILES, Assistant Professor of Physiology in Harvard University and Instructor in Physiology and Personal Hygiene in the Massachusetts Institute of Technology, Boston. Philadelphia and London: W. B. Saunders Co., 1916. 12mo, pp. 405. Cloth, \$1.50, net.

In the introduction to this book the author stresses his opinion that the difficulties of pupils in the study of physiology are due more to a lack of the conceptions involved in physics and chemistry than to an ignorance of the facts of anatomy. He says:

What are the matters which must be impressed at any cost? First of all, the conservation of energy and its convertibility from one form to another. Second, the closely related fact of the latency of energy in those compounds which we call fuels; the recognition of food as a biologic fuel; the general significance of oxidation and the release of potential energy; the realization that the respiratory process is a particular

case of oxidation and that its value is in the setting free of energy that becomes manifest as heat and mechanical work. Finally, the conception that the development and application of energy are determined by stimuli brought to bear upon organisms from the world without.

These statements furnish the clue to the treatment of the chapter subjects which are the usual ones of textbook physiologies. There are defects in the book it is true. They are defects which have met every effort of a similar nature. To make a satisfactory book which shall serve for both high school and college; to give a scientific presentation of a subject when a knowledge of the sciences upon which it is based cannot be assumed but must be developed; to teach a science by means of a book to students who are supposed to have no laboratory experiments or laboratory material is an all but impossible task. No one, presumably, would admit this more readily than the author.

The book is packed with information. The treatment alternates between simple exposition and technical description. The text has evidently arisen as a result of classroom teaching and it still preserves the lecture style.

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*The Essentials of Teaching.* By T. J. BURNETT, M.A. London: Longmans, Green, & Co. Pp. xv+250. 3s. 6d. net.

This work has been written for amateurs and beginners in the art of teaching. It is the amplification of a series of lectures delivered during the winter of 1914-15 to the non-professional teachers of the *practical* subjects in the continuation classes conducted by the Edinburgh, Scotland, School Board. Edinburgh has solved the problem of securing teachers for industrial subjects by taking practical men from the trades and giving them professional training while in service.

Some of the topics treated are as follows: "Principles Underlying the Teacher's Work," "The Aim of Education," "Teaching and Psychology," "Teaching and Logic," "Methods of Teaching," "The Formal Steps," "Classroom Management," "Teaching and Examination." There is little in the work that is modern; e.g., there is little, if anything, on individual differences, supervised study, standard tests, etc. However, people who have no comprehension of the problems of teaching will doubtless derive some profit from the study of this little book. The reviewer thinks that a more concrete approach to these problems would be far superior to the abstract treatment accorded them in this book, especially since the persons for whom the work is intended are not accustomed to deal with abstract principles.

The chapter on "Teaching and Logic" seems to be particularly ineffective and inappropriate. A rather amusing opinion is expressed on p. 54 that the neglect of emotion in the Herbartian doctrines may "account for the strange moral perversion that characterizes her [Germany's] attitude toward life and conduct."